



**THE USE OF SECRET MESSAGE GAME  
TO IMPROVE THE STUDENTS' VOCABULARY MASTERY  
(A Classroom Action Research for the Fifth Grade Students of SD 1  
Prambatan Kidul Kudus in Academic Year 2014/2015)**

**By  
ARSITA SETYANI  
NIM 201132082**

**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
UNIVERSITY OF MURIA KUDUS  
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**SKRIPSI  
Presented to Muria Kudus University  
In a Partial Fulfillment of the Requirements for Completing  
the Sarjana Program in English Education**

**By  
ARSITA SETYANI  
NIM. 201133082**

**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
2015**

## MOTTO AND DEDICATION

### Motto:

- I'm not talented, but I try. (Asuka Higuchi from Shishunki Miman Okotowari)
- Embrace your dream, follow your heart and cherish your life.  
(Anonymous)
- Trust yourself. You know more than you think you do. (Benjamin Spock)
- How can you make that comparison? People aren't limited by who their ancestor are. People are free to become anything they want to be. (Leon Orcot from Petshop of Horrors)

### Dedication:

This skripsi is dedicated to:

- Her beloved parent (who always prays for her success).
- All of her beloved friend who give attention, help and support for completing her skripsi.
- Her lecturer at Muria Kudus University.

### ADVISORS' APPROVAL

This is to certify that the Skripsi of Arsita Setyani (NIM. 201132082) has been approved by the skripsi advisors for further approval by the Examining Committee.

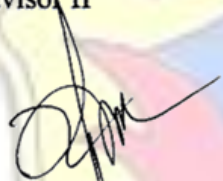
Kudus, July 2015

Advisor I



**Dra. Sri Endang Kusmaryati, M.Pd**  
**NIS. 0610713020001009**

Advisor II



**Farid Noor Romadlon, S.Pd, M.Pd**  
**NIS. 061071000001227**

Acknowledged by

The Head of English Education Department



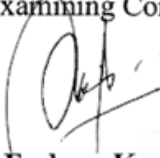
**Diah Kurniati, S.Pd, M.Pd**  
**NIS. 0610701000001 190**




### EXAMINERS' APPROVAL

This is to certify that the Skripsi of Arsita Setyani (NIM: 201132082) has been approved by the Examining Committee as a requirement for the Sarjana Degree of English Education.

Kudus, August 2015  
Skripsi Examining Committee:

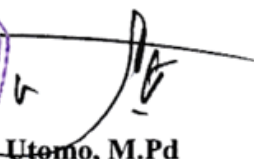

  
**Dra. Sri Endang Kusmarvati, M.Pd**, Chairperson  
NIS. 0610713020001009

  
**Farid Noor Romadlon, S.Pd, M.Pd**, Member  
NIS. 061071000001227

  
**Mutolihar, S.Pd, M.Pd**, Member  
NIS. 0610701000001204

  
**Rusiana, S.Pd, M.Pd**, Member  
NIS. 0610701000001226

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**Drs. Slamet Utomo, M.Pd**  
NIP. 196212191987031015

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The writer sincerely hope this skripsi will be useful for everyone.

Kudus, 2014

Arsita Setyani

## ABSTRACT

Setyani, Arsita. 2015. *The Use of Secret Message Game to Improve the Students' Vocabulary Mastery (A Classroom Action Research Of SD 1 Prambatan Kidul Kudus In Academic Year 2014/2015)*. Skripsi: English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Drs. Sri Endang Kusmariyati, M.Pd. (2) Farid Noor Romadlon, S.Pd, M.Pd.

Key words: *Secret Message Game, Vocabulary Mastery, classroom action research*

Vocabulary is a basic aspect that can be used to explore thoughts and ideas, because the students can explore knowledge in sentences from vocabulary. In fact, many people think that teaching vocabulary is difficult. It is caused the teacher always use teacher centered learning. Student's involvement also less in learning process. On the other hand, teacher has limited a new technique to teaching English vocabulary. That condition also happened in SD 1 Prambatan Kidul Kudus. The other reason, the students still have difficulties to learn English and had difficulties to memorize vocabularies and understand their meaning. Common errors are found when the students were asked to fulfill incomplete sentence and rearrange letter into words, and also arrange words in sentences. The teacher needs to choose and employ a certain language game to improve student's vocabulary mastery. One of game that can be used in teaching vocabulary is the Secret Message Game. In this game the students feel enjoy and comfortable without having burden in learning English. Through this Secret Message Game, the students find it easier to understand and memorize vocabularies that have been taught. After analyzing the problem, the writer assumed to use Secret Message Game to improve the student's vocabulary mastery.

The objective of this research is to find out if the Secret Message Game can improve the vocabulary mastery of the fifth grade students of SD 1 Prambatan Kidul Kudus in the academic year 2014/2015 through Classroom Action Research (CAR).

The design of this research was collaborative Classroom Action Research and it was done in two cycles. The subjects of this research were the fifth grade students of SD 1 Prambatan Kidul Kudus in the academic year 2014/2015 with the number of the students were 19. The writer used two instruments to collect the data. They were observation sheet and vocabulary mastery test

The results of this research increased in every cycle. First, the implementation of Secret Message game makes the students are more interested in learning vocabulary. In the cycle I, they did not enjoy the activities in the classroom. While in the cycle 2, they became enthusiastic to follow the activities in the classroom. Second, the students' vocabulary mastery has been improved. It could be seen in cycle I, the average score percentage of students in having achievement test was 77.89%. It could be categorized good which is showed



84.21% (16 students) could reach the KKM and 15.79% (3 students) could not reach the KKM. In cycle 2, the average score percentage of students in having achievement test was 87.89%. It could be categorized excellent which is showed 94.73% (18 students) could reach KKM and 5.27% (1 student) could not reach the KKM.

Based on the result of the research above, the writer conclude that the use of Secret Message Game can improve the students' vocabulary mastery of the fifth grade students of SD 1 Prambatan Kidul Kudus in the academic year 2014/2015. Therefore, this technique can be used by the English teacher and the other researcher to teach vocabulary mastery.



## ABSTRAK

Setyani, Arsita. 2015. *Penggunaan Permainan Pesan Rahasia untuk Meningkatkan Penguasaan Kosakata Siswa (Sebuah Penelitian Tindakan Kelas Pada Siswa Kelas V SD 1 Prambatan Kidul Kudus Tahun Ajaran 2014/2015)*. Skripsi: Pendidikan Bahasa Inggris, Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (1) Drs. Sri Endang Kusmariyati, M.Pd. (2) Farid Noor Romadlon, S.Pd, M.Pd.

Kata-kata kunci: *Secret Message Game, Penguasaan Kosakata, penelitian tindakan kelas.*

Kosakata (vocabulary) merupakan aspek dasar yang digunakan untuk menguraikan suatu pemikiran atau ide, karena siswa dapat menguraikan pemikirannya dalam kalimat melalui kosakata. Faktanya, banyak orang yang beranggapan bahwa mengajar kosakata adalah sulit. Itu disebabkan karena dalam process pembelajaran hanya menggunakan pembelajaran yang berpusat pada guru. Keterlibatan siswa kurang diterapkan dalam process pembelajaran. Disisi lain, guru juga terbatas dalam penggunaan tehnik baru dalam pembelajaran kosakata Bahasa Inggris. Kondisi tersebut juga terjadi di SD 1 Prambatan Kidul Kudus. Disamping itu siswa juga masih kesulitan dalam belajar kosakata Bahasa Inggris dan memiliki kesulitan untuk menghafal kosakata dan memahami artinya. Kesalahan umum ditemukan saat siswa diminta untuk memenuhi kalimat tidak lengkap dan menyusun ulang huruf menjadi kata-kata, Dan juga menyusun kata-kata menjadi kalimat. Guru perlu memilih dan menggunakan permainan bahasa tertentu untuk meningkatkan penguasaan kosakata siswa. Salah satu game yang dapat digunakan dalam pengajaran kosakata adalah permainan Pesan Rahasia. Dalam permainan ini siswa merasa enjoy dan nyaman tanpa beban dalam belajar bahasa Inggris. Melalui Permainan Pesan Rahasia, para siswa menemukan kemudahan untuk memahami dan menghafal kosakata yang telah diajarkan. Setelah menganalisa permasalahan yang ada, peneliti menyarankan menggunakan secret message game untuk meningkatkan pemahaman siswa tentang kosakata Bahasa Inggris.

Tujuan dari penelitian ini adalah untuk menemukan bahwa secret message game dapat meningkatkan pemahaman kosakata Bahasa Inggris siswa kelas V SD 1 Prambatan Kidul Kudus tahun ajaran 2014/2015 yang berdasarkan penelitian tindakan kelas.

Rancangan penelitian ini menggunakan penelitian tindakan kelas kolaboratif yang dilaksanakan dalam dua siklus. Subjek penelitian ini adalah seluruh siswa di kelas lima SD 1 Prambatan Kidul Kudus pada tahun ajaran 2014/2015 yang berjumlah 19 siswa. Saya menggunakan dua instrument penelitian. Yaitu lembar observasi dan tes penguasaan kosakata Bahasa Inggris.

Hasil dari penelitian ini menunjukkan peningkatan disetiap siklus pertama. Penerapan teknik Secret Message Game menjadikan siswa lebih tertarik

untuk belajar kosakata Bahasa Inggris. Pada siklus I, mereka tidak menikmati berbagai kegiatan didalam kelas. Sedangkan pada siklus II, mereka menjadi antusias untuk mengikuti berbagai kegiatan tersebut. Kedua, kemampuan penguasaan kosakata siswa telah meningkat. Hal ini dapat dilihat pada hasil dari siklus I, nilai rata-rata penguasaan kosakata Bahasa Inggris siswa mencapai 77.89%. Dikategorikan baik dengan menunjukkan 84.21% (16 siswa) telah mencapai Kriteria Ketuntasan Minimum (KKM), sedangkan 15.79% (3 siswa) belum mencapai KKM. Pada siklus 2, nilai rata-rata siswa mengalami peningkatan menjadi 87.89% dan dikategorikan unggul, hal tersebut terlihat sebesar 94.73% (18 siswa) telah mencapai KKM sedangkan 5.27% (1 siswa) belum mencapai KKM.

Berdasarkan hasil penelitian diatas, dapat disimpulkan bahwa Secret Message Game dapat meningkatkan kemampuan penguasaan kosakata Bahasa Inggris siswa di kelas lima SD 1 Prambatan Kidul Kudus pada tahun ajaran 2014/2015. Oleh karena itu, teknik ini dapat digunakan oleh guru Bahasa Inggris maupun peneliti lain untuk mengajar penguasaan kosakata Bahasa Inggris siswa



## TABLE OF CONTENT

	Page
<b>COVER .....</b>	<b>i</b>
<b>LOGO.....</b>	<b>ii</b>
<b>TITLE .....</b>	<b>iii</b>
<b>MOTTO AND DEDICATION.....</b>	<b>iv</b>
<b>ADVISOR’S APPROVAL .....</b>	<b>v</b>
<b>EXAMINERS’ APPROVAL.....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vii</b>
<b>ABSTRACT .....</b>	<b>ix</b>
<b>ABSTRAKSI.....</b>	<b>xi</b>
<b>TABLE OF CONTENTS.....</b>	<b>xii</b>
<b>LIST OF TABLES .....</b>	<b>xv</b>
<b>LIST OF FIGURES .....</b>	<b>xvi</b>
<b>LIST OF APPENDICES .....</b>	<b>xvii</b>
<b>CHAPTER I: INTRODUCTION</b>	
1.1 Background of the Research .....	1
1.2 Statement of the Problem.....	4
1.3 Objective of the Research .....	4
1.4 Significance of the Research .....	5
1.5 Scope of the Research.....	5
1.6 Operational Definition .....	6
<b>CHAPTER II: REVIEW TO RELATED LITERATURE AND ACTION HYPOTHESIS</b>	
2.1 Teaching English for Young Learners .....	7
2.2 Teaching English in SD 1 Prambatan Kidul Kudus .....	8
2.2.1 Curriculum of the Teaching English in SD 1 Prambatan Kidul Kudus .....	9
2.2.2 The Purpose of Teaching English in SD 1 Prambatan Kidul Kudus .....	10
2.2.3. The Materials of English in SD 1 Prambatan Kidul Kudus.....	11
2.3 Vocabulary as a Component of Language .....	12
2.3.1 Mastery of English Vocabulary .....	13



2.4 Secret Message Game as Technique of Teaching .....	15
2.4.1 Teaching English Vocabulary by Using Secret Message Game .....	17
2.4.2 The Advantages and Disadvantages of Secret Message Game .....	19
2.5 Review of Previous Research.....	20
2.6 Theoretical Framework .....	21
2.7 Action Hypothesis .....	23

### **CHAPTER III: METHOD OF THE RESEARCH**

3.1 Setting and Characteristic of Subject of The Research .....	24
3.2 Variable of The Research .....	25
3.3 Design of The Research .....	25
3.3.1 Planning .....	26
3.3.2 Action.....	27
3.3.3 Observation .....	27
3.3.4 Reflection .....	28
3.4 Procedure of the Research .....	28
3.5 Instrument of the Research .....	29
3.6 Data Analysis .....	31
3.6.1 Data of Teacher's and Students' Activities .....	32
3.6.2 Data of the Students' Vocabulary Mastery .....	32

### **CHAPTER IV FINDING OF THE RESEARCH**..... 34

4.1 Pre-reflection.....	34
4.2 The Result of Cycle 1.....	36
4.2.1 The Implementation of Secret Message Game in Teaching and Learning Process of English Vocabulary of the Fifth Grade Students of SD 1 Prambatan Kidul Kudus in Cycle 1.....	37

4.2.2 The English Vocabulary Mastery of the Fifth Grade Students of SD 1 Prambatan Kidul Kudus in the Academic Year 2014/2015 Taught by Using Secret Message Game in Cycle 1 .....	46
4.3 The result of Cycle 2 .....	48
4.3.1 The Implementation of Secret Message Game in Teaching and Learning Process of English Vocabulary of the Fifth Grade Students of SD 1 Prambatan Kidul Kudus in Cycle 2.....	49
4.3.2 The English Vocabulary Mastery of the Fifth Grade Students of SD 1 Prambatan Kidul Kudus in the Academic Year 2014/2015 Taught by Using Secret Message Game in Cycle 2.....	58
<b>CHAPTER V DISCUSSION</b> .....	62
5.1 The Implementation of Secret Message Game in Teaching Vocabulary of the Fifth Grade Students of SD 1 Prambatan Kidul Kudus in the Academic Year 2014/2015.....	62
5.2 The Vocabulary Mastery of the Fifth Grade Students of SD 1 Prambatan Kidul Kudus in Academic Year 2014/2015 by Using Secret Message Game .....	66
<b>CHAPTER VI CONCLUSION AND SUGGESTION</b> .....	69
6.1 Conclusion .....	69
6.2 Suggestion .....	70
REFERENCES.....	72
APPENDICES .....	73
STATEMENT .....	
CURRICULUM VITAE .....	

## LIST OF TABLES

Table	Page
3.1 Range Scales of the Students' Vocabulary Mastery Mean Score .....	33
4.1 The Implementation of Secret Message Game in Teaching and Learning Process of English Vocabulary of the Fifth Grade Students of SD 1 Prambatan Kidul Kudus in the First Meeting of Cycle 1.....	39
4.4 The Implementation of Secret Message Game in Teaching and Learning Process of English Vocabulary of the Fifth Grade Students of SD 1 Prambatan Kidul Kudus in the Second Meeting of Cycle 1 .....	42
4.5 The English Vocabulary Mastery of the Fifth Grade Students of SD 1 Prambatan Kidul Kudus in the Academic Year 2014/2015 Taught by Using Secret Message Game in Cycle 1 .....	46
4.8 .. The Implementation of Secret Message Game in Teaching and Learning Process of English Vocabulary of the Fifth Grade Students of SD 1 Prambatan Kidul Kudus in the First Meeting of Cycle 2.....	53
4.9 The Implementation of Secret Message Game in Teaching and Learning Process of English Vocabulary of the Fifth Grade Students of SD 1 Prambatan Kidul Kudus in the Second Meeting of Cycle 2 .....	56
4.10 The English Vocabulary Mastery of the Fifth Grade Students of SD 1 Prambatan Kidul Kudus in the Academic Year 2014/2015 Taught by Using Secret Message Game in Cycle 2 .....	60
4.12 The Recapitulation of the Students' Vocabulary Mastery Score taught by Using Secret Message Game.....	63

## LIST OF FIGURES

Figure of Theoretical Framework .....	22
Cyclical AR based on Kemmis and Taggart (2000) .....	26





## LIST OF APPENDICES

Figure	Page
1 Syllabus .....	73
2 Lesson Plan of Cycle 1.....	81
3 Lesson Plan of Cycle 2.....	93
4 The Layout of the Observation Sheet of Teacher' and Students' Activities .....	105
7 The Layout of Question Sheet of Evaluation Test (Cycle 1) .....	107
8 The Result of Evaluation Test of the Fifth Grade Students (Cycle 1)	110
9 The Layout of Question Sheet of Evaluation Test (Cycle 2) .....	110
10 The Result of Evaluation Test of the Fifth Grade Students (Cycle 2) .....	113
13 The Fifth Grade Students of SD 1 Prambatan Kidul Kudus in the Academic Year 2014/2015.....	113
14 The List Score of the English Vocabulary Mastery of the Fifth Grade Students of SD 1 Prambatan Kidul Kudus in the Academic Year 2014/2015.....	114
15 Penetapan Pembimbing Skripsi Letter .....	135
16 Research Permission Letter.....	136
17 Research Decision Letter from SD 1 Prambatan Kidul Kudus.....	137
18 Berita Acara Bimbingan.....	138
19 Keterangan Selesai Bimbingan .....	139
20 Permohonan Ujian Skripsi .....	140